

# COMM 143 Media Wellness-CrsRvs-2017-10-16

UNIVERSITY-WIDE CURRICULUM COMMITTEE

## Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word **DRAFT** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

Proposer*	B. Gail Wilson	Proposer Email*	bgwilson@iup.edu
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Proposing Department/Unit*	Communications Media	Contact Phone*	7-3210

Course Level\* undergraduate-level

## Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

Category B:

course\_revision

**\* Teacher Education: Please complete the Teacher Education section of this form (below)**

**\* Liberal Studies: Please complete the Liberal Studies section of this form (below)**

**\* Distance Education: Please complete the Distance Education section of this form (below)**

Rationale for Proposed Changes (All Categories)

<b>(A) Why is the course being revised/deleted:*</b>	This course is being revised to align the course Student Learning Outcomes with the Expected Undergraduate Student Learning Outcomes and to include a measurement for each of the course outcomes.
<b>(B) University Senate Summary of Rationale*</b>	<p><b><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></b></p> <p>This course is being revised to align the course Student Learning Outcomes with the Expected Undergraduate Student Learning Outcomes and to include a measurement for each of the course outcomes.</p>
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	None.

<b>Current Course Information*</b>	
<b>Category A</b>	
<b>(D) Current Prefix*</b>	COMM
<b>Proposed Prefix</b>	
<b>(E) Current Number*</b>	143
<b>Proposed Number</b>	
<b>(F) Current Course Title*</b>	Media Wellness
<b>Proposed Course Title</b>	
<b>(G) Prerequisite(s)</b>	
<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	<p>Designed to help students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.</p>
<b>Proposed Catalog Description</b>	<p>Designed to help students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.</p>
<b><i>If changing Category A, no further action required.</i></b>	
<b>Category B (if no change, leave blank)</b>	

<p><b>(I) Repeatable Course</b></p> <p><i>This is for a course that can be repeated</i></p> <p><i>Multiple times e.g. Internship</i></p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>						
<p><b>Proposed Repeatable Course</b></p>	<p>NO If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>						
<p><b>(J) Number of Credits</b></p>	<p>Class Hours per week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>						
<p><b>Proposed Number of Credits</b></p>	<p>Class Hours:3 Lab Hours:Credits:</p>						
<p><b>(K) Current Course Student</b></p> <p><b>Learning Outcomes (SLOs)</b></p>	<p><b>Student Learning Outcomes:</b></p> <p><b>Upon completion of the course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness</li> <li>2. Develop an understanding of the positive and negative effects of media consumption</li> <li>3. Assess personal media use and evaluate its impact on individual wellness</li> <li>4. Evaluate media content and its intentions</li> <li>5. Apply healthy strategies for media exposure and consumption</li> </ol>						
<p><b>(L) Proposed Course Student</b></p> <p><b>Learning Outcomes (SLOs)</b></p> <p><i>For each outcome, describe how</i></p> <p><i>the outcome will be achieved</i></p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="808 1079 1446 1913"> <thead> <tr> <th data-bbox="808 1079 1019 1150">SLO #</th> <th data-bbox="1019 1079 1230 1150">Course Outcome</th> <th data-bbox="1230 1079 1446 1150">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 1150 1019 1913">1</td> <td data-bbox="1019 1150 1230 1913">Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness</td> <td data-bbox="1230 1150 1446 1913">The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.</td> </tr> </tbody> </table>	SLO #	Course Outcome	How outcome is assessed	1	Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness	The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.
SLO #	Course Outcome	How outcome is assessed					
1	Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness	The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.					

2	Develop an understanding of the positive and negative effects of media consumption	Course readings, viewing of appropriate media, such as TED Talks, will provide the content that allows students to self-assess through class discussion and participation. To assess class participation, at least 80 percent of the students will get one or more answers correct or be able to correctly identify elements of the presentation, media viewing or other media content that relates to the class participation activities.
3	Assess personal media use and evaluate its impact on individual wellness	Students will complete a media assessment survey at the start of the class and again later in the class to evaluate and consider how much media they consume. To assess this outcome, each student's survey will be evaluated using a grading rubric with at least 75% of the students achieving a 3.5 on a five point scale in the rubric.

4	Evaluate media content and its intentions	The culmination of the course will be for students to complete a "poster" that imparts tips for mindful media consumption. An assessment rubric will be used to evaluate comprehensive, adequate or minimal understanding of the content. At least 75 percent of the students must achieve an "adequate" rating in the evaluation. Use of discussion questions and online discussion boards will aid in accomplishing this outcome.
5	Apply healthy strategies for media exposure and consumption	A culminating project at the conclusion of the semester will require students to identify specific aspects of media consumption and how they relate to healthy lifestyles. The goal is to promote "mindful" media use. A class presentation, paper or other assignment will be assessed with a grading rubric that identifies criteria for achievement. At least 75 percent of students will receive a 3.5 on a five point scale on the grading rubric.

**(M) Previous Brief Course Outline**

*(It is acceptable to copy from old syllabus)*

***As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.***

Week	Course Topic
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1	<p>Introduction to Course</p> <p>Do you need a media “diet”?</p>
2	<p>Good news/bad news; How did that make you feel? Positive and negative effects of media consumption</p>
3	<p>Information Overload: How much is too much?</p>
4	<p>Managing Media Consumption</p> <p>TED Talk: Allison Graham: How social media makes us unsocial</p>
5	<p>Changes Trends in Media Use: Baby Boomers to Millennials and how our media use had changed</p>
6	<p>Don't believe everything you see: Fake news and Photoshop, Perceptions of truth and trust between media sources</p>
7	<p>Our Duty to be Informed: Media and community engagement</p> <p>TED Talk: Alisa Miller: How the news distorts our worldview</p>
8	<p>Media Consumer or Media Creator: From citizen journalists to YouTube stars</p>
9	<p>Media as a “Super-Peer”: Are you keeping up with the Kardashians or being your “selfie”</p> <p>TED Talk - Lauren Zalaznick: The Conscience of Television</p>
10	<p>Book Week: Alone Together (Turkle, 2011)</p> <p>TED Talks - Sherry Turkle: Connected, but alone? &amp; Alone Together</p>
11	<p>It is not all bad news: Media as a positive force</p>

	12	The scholarship of media consumption: How media use is studied, defined and reported
	13	To Infinity and Beyond: Media use for your future TED Talk - AJ Leon: This is Not your Practice Life
	14	A Balanced Media Diet: Taking steps for mindful media consumption TED Talk - Ethan Zuckerman: Listening to Global Voices
	Final Exam	Poster Presentations
<p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><b><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></b></p> <p>The course outline is unchanged.</p>	

## Distance Education Section

**- Complete this section only if adding Distance Education to a New or Existing Course**

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b><i>NOTE: you must check this box if the Course has previously been approved for Distance Education</i></b></p>
Course Prefix/Number	
Course Title	
Type of Proposal	<p><b><i>See CBA, Art. 42.D.1 for Definition</i></b></p>

Brief Course Outline	<p><b>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</b></p> <p><b>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</b></p> <p><b>direct faculty instruction, there should be a minimum of two hours of out of class student work.</b></p>
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Rationale for Proposal (Required Questions from CBA)
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How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

### Liberal Studies Section

**- Complete this section only for a new Liberal Studies course or Liberal Studies course revision**

If Completing this Section, Check the Box to the Right:	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b></p> <p>liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	dimensions_of_wellness



Liberal Studies Elective

**Please mark the designation(s) that apply - must meet at least one**

Expected Undergraduate Student

Learning Outcomes  
(EUSLOs)

**Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number**

Map the Course Outcome to the  
ESULO's

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"><li>the ways of modeling the natural, social and technical worlds</li></ul>	
<ul style="list-style-type: none"><li>The aesthetic facets of human experience</li></ul>	
<ul style="list-style-type: none"><li>the past and present from historical, philosophical and social perspectives</li></ul>	
<ul style="list-style-type: none"><li>the human imagination, expression and traditions of many cultures</li></ul>	
<ul style="list-style-type: none"><li>the interrelationships within and across cultures &amp; global communities</li></ul>	
<ul style="list-style-type: none"><li>the interrelationships within and across disciplines</li></ul>	1, 2, 3, 5
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"><li>effective oral and written communication abilities</li></ul>	4, 5
<ul style="list-style-type: none"><li>ease with textual, visual and electronically-mediated literacies</li></ul>	

<ul style="list-style-type: none"> <li>• problem solving skills using a variety of methods and tools</li> </ul>	1, 2, 4, 5
<ul style="list-style-type: none"> <li>• information literacy skills including the ability to access, evaluate, interpret and use informatoin from a variety of sources</li> </ul>	2, 3, 4, 5
<ul style="list-style-type: none"> <li>• the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	3, 4, 5
<ul style="list-style-type: none"> <li>• the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>• critical thinking skills including analysis, application and evaluation</li> </ul>	2, 3, 4, 5
<ul style="list-style-type: none"> <li>• reflective thinking and the ability to synthesize information and ideas</li> </ul>	2, 3, 4, 5
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• intellectual honesty</li> </ul>	
<ul style="list-style-type: none"> <li>• concern for social justice</li> </ul>	
<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	1, 2, 3, 4, 5

- an understanding of themselves and a respect for the identities, histories and cultures of others

How will each outcome be measured  
 (note should mirror (L) Student Learning Outcomes\* (SLO) from the course proposal

***Narrative on how the course will address the Selected Category Content***

SLO #	Course Outcome	
1	Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness	The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.

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All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

**Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.**

This course will include the perspectives of ethnic and racial minorities and women through the diverse set of readings and through the discussions facilitated in class or through D2L. Several of the readings assigned come from different parts of the world and are written by minorities. In addition, most of these readings are internationally based and are from worldly publications. Only a few readings are relevant to Americans only. The instructor is a woman from Guatemala and thus her lectures tend to delve into cultural norms and intercultural communication.

Also, as mentioned in the rationale above, the issue of media consumption is of particular concern for ethnic minorities and individuals from lower socio-economic groups.

Several aspects of media research delve into accessibility and use of media by specific ethnic minorities and other under-represented groups. For example, research articles show how social media provides minorities including blacks and Hispanics have a greater tendency to connect to family and friends when they may be separated by distance. Furthermore, individuals with disabilities may find it more convenient and safer to communicate via an online forum than by phone or in person. Contemporary and historical research has explored, in depth, the portrayals of women and minorities in television and film.

The non-textbook reading is authored by Sherry Turkle, who is considered a leading author and expert on how devices are redefining human connection. Her TED Talk, which will be used in class, has had almost four million views.

Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

Two text books, The Information Diet: A Case for Conscious Consumption (Johnson, 2012) and Media Consumption and Public Engagement: Beyond Presumption of Attention (Couldry & Livingstone, 2016) will be used in part throughout the course.

Additionally, the non-textbook reading, Alone Together: Why we expect more from technology and less from each other (Turkle, 2011) will be reviewed along with the accompanying TED Talk, Connected, but alone? by the book's author, Sherry Turkle.

Reading assignments are listed on the course syllabus. Students are required to complete the readings and participate in discussion, including submission of discussion questions as listed below. Alone Together is available through ProQuest as a free ebook, available for check out for 14 days. To minimize the potential expense for students, the other books will be placed on reserve in the library as well as sections made available digitally as permitted by copyright.

Additional articles, such as these, are available in digital form via the IUP Library and will be used as appropriate to the course content:

Coyne (2014) Media Time = Family Time: Positive Media Use in Families

Kiouis (2009) Public Trust or Mistrust? Perceptions of Media Credibility in the Information Age

Kuo (2014) Media Use among Adolescents with Autism Spectrum Disorder

Mazurek (2013) Social Media use among adults with autism spectrum disorders

Molesworth (2009) Adults' Consumption of Videogames as Imaginative Escape from Routine

Selected articles on basic media research and theories including: content analysis of media, uses and gratifications theory, the third-person effect, agenda-setting, etc. The intent here is not to be overwhelming but to touch on some theories and research methods related to media use and consumption that are appropriate for a 100 level class.

McLeod (2017) Thinking About the Media: A review of theory and research on media perceptions, and their consequences.

For this example we have chosen Alone Together: Why we expect more from technology and less from each other (Turkle, 2011). This selection has a dual purpose. Sherry Turkle is a leading writer and researcher on how media consumption has impacted the lives of users and is also an acclaimed speaker on the topic with a national TED talk on the same topic with nearly 4 million views. That video along with several others on this topic will be used throughout the course.

Various popular media and academic publications publish on this topic on a consistent basis. Data from The Pew Research Center will be accessed to discuss with students how their demographic is using current mass media.

## Teacher Education Section

**- Complete this section only for a new Teacher Education course or Teacher Education course revision**

If Completing this Section,  
Check the Box to the Right:

**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**

<b>Course Designations:</b>	
<b>Key Assessments</b>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p><b>File</b> <span style="float: right;"><b>Modified</b> ▲</span></p> <hr/> <p style="text-align: center;">No files shared here yet.</p>
<b>Narrative Description of the Required Content</b>	<b><i>How the proposal relates to the Education Major</i></b>